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ABSTRACT

The 1982 writing objectives presented in this booklet were developed in preparation for the fourth assessment of writing conducted by the National Assessment of Educational Progress (NAEP). The objectives are based on the premise that individuals write for a purpose and an audience, and each objective serves as a section of the booklet. The first objective/section discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. The second objective/section deals with the types of writing students are more likely to do in school or social settings and presents three primary purposes for public writing: informative, persuasive, and literary. The third objective/section reflects a change in focus in writing education from product to process, while the fourth discusses control of such skills as organizing, elaborating, and appropriately using the conventions of writing (usage and mechanics). The fifth objective/section underscores the importance of students' learning why writing is a valuable personal and social activity. The final section is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others. Appendixes include an outline of the objectives and a listing of the consultants who participated in the development and review process of the objectives. Primary type of information provided by report: Procedures (Objectives Development) (Overview). (HOD)

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Writing Objectives

1983-84 Assessment

No. 15-W-10

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Background and Purpose

The Development Process

The 1982 writing objectives presented in this booklet were developed in preparation for the fourth national assessment of writing. The National Assessment of Educational Progress (NAEP) has published two previous sets of writing objectives, one in 1969 and another in 1972, with a brief supplement added for the third assessment in 1978-79. With each successive set of writing objectives, NAEP has tried to reflect advances in educational practice. The many new advances in writing education that took place during the past 10 years dictated a total recasting of the writing objectives, rather than a modification of previous ones.

In order to be responsive to the myriad points of view, interests and priorities found in American education, National Assessment bases each assessment on objectives developed through a nationally representative consensus process. These writing objectives were developed between March 1981 and September 1982 using conferences and mail reviews organized by NAEP staff.

Subject-area specialists were involved at all stages of the development process, to ensure that the objectives reflect current practice, as well as new directions in theory. Parents and other concerned citizens were included in the process to ensure that the objectives are free from bias and meet with this constituency's expectations of educational achievement. To be certain that the objectives are appropriate and realistic from the perspective of the classroom teacher, staff conducted a number of reviews that involved teachers from elementary and junior and senior high schools. School superintendents and curriculum specialists were also involved in the review process to represent the perspectives of school administrators. All of

these contributors and reviewers were chosen to reflect the perspectives of people in various sizes and types of community, from many geographic regions and from various racial/ethnic groups.

The final objectives do not necessarily reflect the views of every individual who participated, but they do represent, as nearly as possible, the consensus of opinion obtained from the development and review groups.

Since the objectives are a definition of what a national consensus of subject experts, educators and lay persons feel are the important goals and concepts, skills and attitudes of writing education, they not only serve as tools for guiding assessment procedures, but are intended to be generally useful to a variety of audiences. Although the consensus procedure tends to provide broad guidelines that may not be as specific as those necessary at a local level, it is hoped that these objectives represent global standards of excellence that can be used as a foundation for building and refining more specific goals appropriate to particular situations.

Nature and Content of the Objectives

The objectives that follow are based on the premise that individuals write for a purpose and an audience. Some writing is personal, intended for oneself or perhaps an intimate friend, while other writing is more public and is intended to communicate ideas and experiences to others. These objectives distinguish between these two different major purposes by describing the first under Objective I — Students Use Writing as a Way of Thinking and Learning — and describing the second under Objective II — Students Use Writing to Accomplish a Variety of Purposes. Objective I discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. Objective II deals with the types of writing students are more likely to do in school or social settings. Objective II presents three primary purposes for public writing: informative, persuasive and literary. There are, of course, other ways to describe these purposes for writing, and earlier sets of ob-

jectives used somewhat different terminology. But these descriptions represent the approach most consultants found useful today.

One major shift in the focus of writing education has been from an emphasis on writing *products* to an emphasis on the writing *process*. Objective III, Students Manage the Writing Process, reflects this change in focus. In order to discuss the process, it is necessary to present its components as if they are discrete operations, but, in reality they are interwoven parts of the entire process and not readily separable in practice. This recursive nature of the writing process and the interdependency of the subskills it requires cannot be overemphasized. Objective IV, Students Control the Forms of Written Language, discusses control of such skills as organizing, elaborating and appropriately using the conventions of writing (usage and mechanics). Objective V, Students Appreciate the Value of Writing, underscores the importance of students' learning why writing is a valuable personal and social activity.

Organization of the Booklet

Five major writing objectives are presented on the following pages. Each of these, designated by the Roman numerals I through V, is detailed by subobjectives, designated by capital letters. The subobjectives are further detailed in statements that often include clarifying examples. These examples are not intended to describe all possible content associated with the objective.

The final chapter, Putting the Objectives Into Practice, is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others.

In Appendix A is an outline of the objectives, while Appendix B lists the names of the consultants who participated in the objectives development and review process.

Writing Objectives — Fourth Assessment

I. Students Use Writing as a Way of Thinking and Learning

Writing is a powerful tool for discovering, clarifying and elaborating one's ideas and experiences. Many writers find, like E.M. Forster, that, "I don't know what I mean until I see what I've said." Often, the act of writing down one's reactions or impressions leads to a clearer understanding of experiences. Perceptions of the world and how it works may be modified, refined and strengthened by exploratory types of writing such as that done in journals or diaries, and by drafts of more formal writing projects, especially when they are used to clarify and elaborate relatively unstructured ideas and experiences. Writing in this sense becomes a way of stimulating thinking and a way of facilitating learning.

A. Subject Knowledge

Students need to understand that writing, like talking, composes and expresses our thoughts while providing a record of our thinking that can be reflected on, developed and changed. The act of writing can help students review and refine the ideas presented in textbooks and class discussion. Even more important, students can use exploratory writing to test their understandings of new concepts and principles and to participate in new ways of thinking. In this way, writing makes learning participatory, rather than passive.

B. Self Knowledge

Writing is also a powerful tool for self discovery and self expression. Through letters, diaries and free-writing exercises, people can clarify for themselves and others what they think and believe. Writing enables them to express their emotions in a concrete form and then stand back, as a more detached observer might, to grasp more fully what they feel and why. Thus, writing offers a special opportunity to focus, analyze and understand our thoughts and feelings.

II. Students Use Writing to Accomplish a Variety of Purposes

Writing occurs regularly in people's personal and social lives as well as in school settings. People write to accomplish many different purposes, such as a letter to straighten out a billing error, a speech to explain a personal viewpoint on some issue, or a story for a school magazine. The ability to explain ideas or document events in writing can also help in a variety of job situations. Letters, reports, inventories and a wide range of record keeping systems are integral to many businesses in today's "information society." Consequently, students need opportunities to develop a wide range of writing skills by writing for many purposes in varying contexts or situations.

In the sections that follow, three broadly inclusive purposes for writing are discussed: informative, persuasive and literary. These purposes often blend into each other and vary in their mixtures according to the contexts for writing. For example, an autobiography might very well be considered literary, informative and persuasive; a job application and resume may inform as well as persuade. Although these three purposes may frequently coexist in a piece of writing, one or another type may predominate. Writers' purposes are shaped by their initial perceptions of their topic, by the ways they consider their audience, by the social or instructional contexts in which they are writing and by changes in focus that occur as their topic begins to develop a character of its own.

A. Informative Writing

Informational writing is used to share knowledge and convey messages, instructions and ideas. Like all writing, informational writing is filtered through the writers' impressions, understandings and feelings. Writing to inform others can involve reporting or retelling events or experiences that have happened. It can also involve analyzing or examining concepts and relationships or developing new hypotheses or generalizations from existing records, reports and explanations. Depending on the demands of the task, the type of information and the context for writing, including the audience, writers may use one, several or all of these skills.

B. Persuasive Writing

Persuasive writing attempts to bring about some action or change. Though it may begin in exploratory writing, and though it may contain great amounts of information — facts, details, examples, comparisons, statistics or anecdotes — its aim is to influence others. Persuasive writing may entail responding to requests for advice by giving an opinion and supporting reasons. However, it usually involves initiating an attempt to convince readers by setting forth one's own point of view with evidence to back it up. Argument, with refutation, becomes part of persuasion when the writer knows there is opposition to what he or she is advocating. As such, persuasive writing must be concerned with the positions, beliefs or attitudes of particular readers and with the possibility of winning their support or changing their beliefs or attitudes.

In all persuasive writing, writers must choose the stance they will take. They can, for instance, use emotional or logical appeals or an accommodating or demanding tone. Regardless of the situation or approach, writers must be concerned first with having an effect on readers, over and above merely adding to their knowledge of a particular topic.

C. Literary Writing

Literary writing provides a special way of sharing our experiences and understanding the world. In this sense, literary writing shapes and expresses our thinking and feeling while contributing to our awareness of ourselves as makers, manipulators and interpreters of reality. There are a wide variety of forms that literary writing can take, such as stories, poems, plays or song lyrics.

The term "literary" can also be used to define a motive or purpose for writing. The literary motive is evident whenever a writer's language breaks its conventional, "everyday" patterns in order to please or surprise, or when the language calls attention to itself and to the writer as a "shaper" or performer.

Literary language is difficult to catalog, but some conventional distinctions are illustrative: attention to rhythm and tone; the use of dialogue, narrative and anecdote; the presence of metaphor, simile and the less commonly labeled figures and tropes; the sense of play, pleasure and surprise that is evident in a turn of phrase, a shift in plot, a line break or an unexpected word or piece of punctuation. A persuasive statement, for example, can be convincing not only on the basis of its internal logic, but according to the strength of its illustrative material (its "stories"), its rhythm, the voice of its persona — all of those features that define the piece of writing as a performance on a page and not just a record of information.

III. Students Manage the Writing Process

Any piece of writing has its own process of development over time, a history of gathering and organizing information, exploring relationships among new ideas, drafting, reconsidering and editing for particular audiences or purposes.

The major tasks that writers undertake in this process can be thought of as generating, drafting, revising and editing. In any

specific writing activity, these will be intertwined, one or another receiving primary emphasis depending upon the writer's sense of the progress of the piece as a whole. For example, writers will nearly always do some revising and editing as they draft. Drafting and rereading are activities that necessarily generate new ideas and plans. Even an outline or pattern for a piece may be discovered only after drafting begins. To generate, draft and revise effectively, writers need to develop a variety of specific strategies and procedures for carrying through the writing task as a whole. The particular strategies chosen will vary depending upon whether the writer is at the point of generating new ideas, drafting more text, reflecting on what has already been written or correcting the final copy.

Experienced writers develop ways of sensing the progress they are making in the task as a whole — procedures for reflecting on what they have done, as well as on what they intend to do next. This reflection is closely associated with revision; writers often change what they have written because they sense what they have done will not accomplish what they intend to accomplish. Reflection also is important in other aspects of the writing process. When generating ideas, writers reflect on what is known about the topic, judging when that information is appropriate or sufficient or when additional material must be gathered. During drafting, writers use reflection to see if the draft says what they intended it to say, and to focus on what else needs to be explained or presented. Finally, reflection on the draft helps the writer know when to stop writing. At this point, the writer may shift to editing for final presentation.

A. Generate

Generating refers to the information-gathering, organizing and clarifying activities that occur throughout the composing process.

When one is generating ideas, the most relevant procedures fall into three basic categories: drawing on relevant knowledge and experience, gaining new knowledge or ex-

perience and organizing and recasting this knowledge in light of the particular context for writing. Writers may use brainstorming or free-writing procedures (often thought of as prewriting activities) to discover what they already know about a topic at any point in the writing process. They may search out new information by going to the library to locate different books, by seeing films or by sharing an initial draft with a sympathetic classmate whose ideas are valued. They may recast information through preliminary note-making or outlining of what they intend to write.

B. Draft

Drafting is the point at which particular sets of ideas or relationships are "tried out" in specific words.

When the writer's attention focuses less on generating ideas and more on drafting, the procedures that writers rely upon derive directly from their previous experience with a variety of language patterns. Having chosen to write a letter, poem, essay, report or story, for example, writers can use their knowledge of its structure as a guide for producing the draft.

C. Revise

Revising occurs when changes are made in what has been considered or in what has already been written. Although it is sometimes treated as if it occurs only at the end of the writing process, in fact, revising may begin before the first word is written on the page, or it may occur after what has been written is reconsidered and rewritten. Some revising is done because the writing does not say what the writer intended, while other revising takes place as new ideas or relationships emerge and existing text becomes less relevant.

Revision may be a difficult process even for experienced writers. In order to discover where revision is needed, writers have developed a number of ways to help them examine what they have written. For example, a writer

may read the writing aloud, take time for reflection or ask someone else to read the draft and share their impression of it. Effective writers learn to become effective readers of their own writing and become accustomed to using the suggestions and ideas of others.

If writers perceive that the writing is not accomplishing its purpose, revision may be extensive and writers may generate new ideas and draft new text. They will "start over," though with the additional knowledge of what did not work in the earlier draft, as well as what did.

D. Edit

Editing involves polishing the text. Writers focus on effective word choice, correct syntax or fine-tuning for a particular audience. At this point writers also pay particular attention to correcting their spelling, capitalization and punctuation errors.

IV. Students Control the Forms of Written Language

Writers develop the ability to choose and adapt the forms that are appropriate to their purpose, their audience and their subject. The structures of language available to a writer can be seen as examples that serve to focus attention, direct inquiry and suggest the possibilities for elaboration, development and coherence. They influence the range, shape and direction of what might be said. For instance, paragraphs frequently include examples because readers and writers have found it useful to illustrate general statements in terms of specific cases. But an example (or two or three) does not by itself make a paragraph effective. The measure of success of such a paragraph is how the writer puts the form to use — the way the writer uses statement and example to say something thoughtful, important or convincing.

The available forms provide writers with a range of choices for clarifying and developing their subject. The conventions of standard written English, on the other hand, do not allow writ-

ers many options when it comes to spelling, punctuation or, to a degree, sentence construction. Writers need to know these conventions and understand how variation from them will affect various readers under various circumstances.

A. Organization and Elaboration

An important part of effective planning is the development of an organizing pattern or principle. At one broad level of decision making, writers may define their task, e.g., diary entry, letter, poem, essay, report, story, test. Once writers establish an organizing framework, there are a variety of small-scale options that writers select and integrate on the basis of their effectiveness and appropriateness to the purpose, the subject and the audience. For example, writers may use some type of classification system. They may sort their information by some criteria, such as moving from general to specific, most important to least important, from commonplace to new. Writers frequently structure their writing using narration, moving chronologicallv. They may also use examples, definitions, and/or descriptions to support general assertions and to give illustration.

In making choices about organization and elaboration, writers must attend to the coherence and flow of their work. They must also attend to sentence and word options that grow out of the developing text and help shape how ideas are expressed. In this way, writers can clarify connections and transitions to prevent potential misunderstandings or confusions by the reader.

B. Conventions (Usage and Mechanics)

Because the conventions of written language aid the reader, writers need to observe correct usage, spelling, capitalization and punctuation. Especially in writing aimed at large audiences, usage choices are expected to conform to the patterns of edited American English. This is the language of written discourse among relative strangers. If these considerations interfere with a writer's ability to get ideas on

paper, they can be put off until the later stages of revision, but eventually they must be addressed.

V. Students Appreciate the Value of Writing

Students should acquire a growing appreciation for the ways writing can affect their daily lives. They should gradually learn that writing has many practical and satisfying uses. Although they may be aware of the everyday uses of writing — note taking, shopping lists and telephone messages — they should also understand that more extensive kinds of writing such as letters, stories, poems, speeches and reports are useful and important forms of expression.

Through increased exposure to written works — their own as well as the writing of others — students should come to understand the permanence and power of the printed word. Writers frequently raise questions that help us imagine new possibilities and consider alternate ways of being and living. As students learn to understand the contradictory, even conflicting functions of writing as both stabilizing and energizing in our culture, they come to value the important contributions of writing to our historical record.

A. Value for Interpersonal Communication

Communicating information is perhaps the most universally recognized reason for writing. Most people are also aware of writing as a means of sharing ideas and experiences in fictional or nonfictional accounts. This includes messages, notes, letters or memos as well as reports, stories, poems or instructions. However, there are many other less obvious kinds of writing that convey information, ideas and experiences. For example, it may not occur to students that televised news programs are presented from a written script, that computer video games or business inventories result from a series of messages written according to the rules of a computer programming language, or that television dramas and situational comedies are not spontaneous presen-

tations but result from long hours spent memorizing and rehearsing written lines.

B. Value for Society

Students should begin to appreciate the critical role written materials play in preserving societal continuity. For example, the Declaration of Independence and the Bill of Rights, once written, have continued to maintain the established roots of our American society. In addition, words in such forms as newspapers, editorials, speeches, advertisements or plays can profoundly affect and change societies. As students mature, they gain an increasing sense of the importance of the interrelationship of written materials and society and of the need to sustain the right to this interaction.

C. Value for Self

Students should come to realize that frequent writing practice across a variety of situations and tasks will enable them to refine and expand both their knowledge base and their thinking skills. Writing and reflecting about their ideas and experiences provides an opportunity to discover new relationships and gain additional insights that can lead to personal growth.

Writing can also play an important role in a student's life beyond secondary school, whether it be socially, in a career or in continued education. The ability to write well provides additional possibilities for advancement and enables individuals to better realize their true potential. Writing well provides a sense of accomplishment when the writer's purpose is attained. Successfully producing a written piece or engaging in the writing process and being rewarded publicly or personally may also provide a sense of satisfaction.

Putting the Objectives Into Practice

Teaching writing is a very complex and time-consuming task. Successful instructional procedures can be difficult to implement and the interactive process required of teachers often involves more time than is available in an already demanding curriculum. In addition, growth in writing, as with all developmental processes, is uneven. These learning spurts and plateaus, as well as individual differences in the skills and attitudes of students, further complicate the teacher's task. Still, the best and perhaps only way for students to learn to write is to spend time writing and to receive constructive ideas about how to improve their skills. As students spend more time thinking about and discussing the writing process, as well as practicing it, they may begin to expand their writing experiences to more frequent personal, school and social occasions.

This appendix is an effort to increase the utility of the objectives by sharing some practical ideas for teaching writing. The following instructional suggestions evolved from the same sort of iterative consensus process as did the objectives. They represent a pool of general ideas that have been useful to teachers in coping with the task of implementing effective and efficient writing instruction. The order of the suggestions reflects the order of the objectives — moving from personal kinds of writing experiences to the more traditional classroom experiences.

Learning to Use Writing as a Way of Thinking and Learning

Throughout the school years students can gain both writing and thinking proficiency by using writing as an aid to learning, reason-

ing and remembering. Through the array of personal and academic writing activities they engage in at home and in school, students learn to use writing to help them sort their ideas, reflect on what they know and develop deeper understanding of themselves and their school subjects.

Students can benefit from using writing as a way of thinking and learning if they:

- *Keep exploratory notes and journals in which they record and react to what they are learning.* Writing about ideas presented in textbooks and class discussion permits review and refinement of concepts. Students can relate what they are learning to other things they know as well as to their values and personal experiences.
- *Keep notes and journals in which they record and react to their personal experiences.* Writing about personal experiences can help students sort through what they know and feel about themselves and the world around them. By reading and reflecting on their thoughts and feelings, they engage in the kinds of activities that can lead them to greater understandings of the forces that affect and shape their lives.
- *Use classroom writing to enhance learning in a variety of subject areas.* Students should understand that explaining a science concept, defending a political belief or critiquing a literary work leads to increased clarity of thought and greater understanding and retention of concepts.

Learning to Use Writing to Accomplish a Variety of Purposes

There are many different kinds of writing students must learn. Objective II highlights this range in the three categories: informative writing, persuasive writing and literary writing. In practice this means that students gain power and flexibility as writers when they are given frequent opportunities to write for a variety of purposes, audiences and topics. Awareness of the intended audiences and purpose for writing affect the ideas that are included, the way they are organized and the manner in which they are expressed.

Students can benefit from using writing to accomplish a variety of purposes if they:

- *Engage in a variety and range of writing tasks — informative, persuasive and literary.* In some of these tasks they should control the topic and purpose for writing, and in others, careful directions can help them accomplish more complex purposes.
- *Write in a variety of areas in the curriculum.* Subject-area studies provide a natural range of purposes, from lab reports to critical essays about ideas encountered in reading.

Learning to Manage the Writing Process

It is especially important that students learn to see writing as a process that takes place over a period of time; this helps them break the writing task into a series of more manageable problems, problems that can be solved gradually rather than all at once. Teachers can help by treating successive drafts as part of this process of development and by teaching students new generating, drafting and revising skills. Generating and organizing material to write about can precede the task of getting out a first draft, and first drafts can be seen as early parts of the process of thinking a piece through, rather than as final statements of a developed point of view. Finally, focus on the conventions of written language — spelling, punctuation, usage, for example — can be postponed until a draft is ready to be polished for a wider audience.

During the writing process, students can benefit from activities that:

- *Make them aware of what they already know about a topic.* Pooling ideas and experiences in group discussions can help students remember what they know about a topic and let them find new ideas presented by the group. Brainstorming and free writing can be used in similar ways.
- *Provide additional information or experiences.* Specific sources vary with the particular topic and purpose for writing. Students can discuss possible sources of information with their teachers, in small groups or with partners. These discussions may lead them to further reading in their textbooks or in the library, observing particular situations or interviewing experts.

- *Help them make choices and decisions about the information that they have gathered so they can begin drafting.* These activities can be as simple as having students choose the three ideas they would most like to write about, or as complex as asking them to explain the generalizations that they want to formulate and support.
- *Reduce anxiety about the drafting process.* Teachers can emphasize the tentative nature of early drafts by demonstrating for students the way a draft is written and explaining some of the unrealistic expectations that make drafting harder than it should be. Most students do not understand that in the early stages writing often includes false starts and imprecise language.
- *Show them what to do if the drafting process breaks down.* Students can reread what they have written or ask others for advice or simply leave a space and move on. Though we often think of drafting as a solitary activity, writers may need to write in the presence of others so that they can ask for help when they get stuck.
- *Help them recognize when their ideas are incomplete or imprecise and offer suggestions to remedy the problems.* With careful guidance and supervision from the teacher, student response groups can point out strengths and weaknesses in the draft. Reading their drafts aloud can also help students detect problems.
- *Teach them how to revise their own work.* Student and teacher can work together to revise a draft by means of short conferences and discussions. Also, students can help each other determine where more details and examples might be needed. When peer groups outline drafts and discuss each other's papers, they can detect omissions, repetitions and leaps in logic.
- *Teach them how to edit.* Student editing groups can pool efforts to polish their work. Teachers can demonstrate proof-reading techniques.

Learning to Control the Forms of Written Language

It is tempting to think of the forms of essays, paragraphs or sentences as rigid, fixed or static, to be outlined on paper or charted on

the blackboard. For writers, however, these forms are present in a different way. They are remembered patterns, echoes of things read, available examples of other responses to similar situations. These remembered forms can give rise to conscious plans or outlines, but often they provide an intuitive sense of shape and movement as the writer works through a piece of writing. Memory of forms defines a familiar terrain that makes each new act of writing never completely new. Rather, each is an attempt to say something simultaneously new and recognizable, stylish and conventional, personal and imitative. Practice helps writers develop fluency with the forms immediately available to them, and reading and imitation can add to their repertoire; but writers must, as well, see the potential for form to be other than rigid and mechanical.

Students may become more skilled in using language if they:

- *Use their own writing process to help develop control of the forms of written language.* Extensive reading promotes understanding of written language. Discussion of specific examples and patterns from written materials helps students become aware of a procedure of organizing their ideas for any given assignment. Also, discussions about revising can heighten their understanding of alternative ways of organizing information. Finally, editing and polishing final drafts will help develop skills with the conventions of written language. However, since a student's oral language affects written language, allowing a gradual rather than an abrupt shift from dialect to standard written English may ease the transition.
- *Recognize that their initial plans may need to be changed once they have started writing.* Some writers do outline or plan extensively, usually only when they have gathered much information that needs to be organized. More often, though, writers let their plans grow out of early drafts. The final plan frequently takes shape only after the ideas have come into focus through the act of writing them down and thinking them through.
- *Learn organizational strategies and grammatical forms in appropriate contexts.* Students may be taught to use certain organizational strategies when their writing problems clearly require it. For example, students in a literature class who will be contrasting the main characters in two novels may be shown some ways to organize this contrast. As another example, students in a science lab,

who will need to recount the steps in an experiment, may be shown some of the ways to organize process descriptions.

Learning to Appreciate the Value of Writing

What teachers do shapes students' understanding of the role of writing in personal and social development, as well as their attitudes toward their own writing. How teachers give assignments, respond to and evaluate student writing, display student work and use writing in all areas of the curriculum — all these are powerful influences on the way in which students regard writing.

Students are more likely to value writing if they:

- *Write for meaningful reasons.* If the writing they do serves real functions, students will come to understand the range of personal and social purposes writing fulfills. This means, for example, that the writing must have real audiences interested in the ideas and experiences being discussed, rather than in simply evaluating the quality of the writing. Sharing writing within the class is one way to provide such audiences.
- *Receive constructive responses to their ideas.* Methods of evaluation can influence students' perceptions of the reasons for which writing is done in schools. Because grading may shift attention away from students' ideas, it is helpful to delay actual grade giving until students have completed a number of papers that can be evaluated as a whole for growth and effort. Some teachers have students keep all their work in a folder and then evaluate all of it or selections from it toward the end of each grading period. In addition, some teachers augment these evaluations by giving students points for completing various phases of a writing project. This gives the students' work immediate notice without diverting their attention by excessive and premature evaluation.
- *Receive continuous encouragement and support for engaging in the writing process and for work that is well done.* Students need to feel that teachers take their writing seriously. If teachers treat their writing with respect and reward their efforts periodically, students are more receptive to suggestions for change. Support

and encouragement may be in the form of public display, praise, prizes or grades. Often, students should be permitted to choose their own topics and should be encouraged to write about their own concerns or interests. Successful communication of their ideas to others may provide students with a feeling of new power and control, and with a sense of satisfaction that then becomes the incentive for further writing efforts.

Appendix A

Outline of Writing Objectives

I. Students Use Writing as a Way of Thinking and Learning
   A. Subject Knowledge
   B. Self Knowledge

II. Students Use Writing to Accomplish a Variety of Purposes
   A. Informative Writing
   B. Persuasive Writing
   C. Literary Writing

III. Students Manage the Writing Process
   A. Generate
   B. Draft
   C. Revise
   D. Edit

IV. Students Control the Forms of Written Language
   A. Organization and Elaboration
   B. Conventions (Usage and Mechanics)

V. Students Appreciate the Value of Writing
   A. Value for Interpersonal Communication
   B. Value for Society
   C. Value for Self

Appendix B

Participants in the Development of Writing Objectives

The National Assessment appreciates the efforts of all of the individuals who contributed to the development of the 1982 writing objectives. Many educators, including university professors, writing researchers, classroom teachers, school administrators and curriculum specialists, as well as concerned parents and lay persons, participated in developing and reviewing successive drafts. These objectives could not have been developed without their substantial involvement. The National Assessment wishes to extend its gratitude to all participants.

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